**Lesson 6: Tobacco and ENDS**

**Overview**: This lesson addresses the dangers and negative consequences of tobacco products (e.g., cigarettes, cigars, and smokeless tobacco) and electronic nicotine delivery systems (ENDS) including e-cigarettes and vaping devices. The functional knowledge will be applied in future decision-making and refusal skill lessons to prevent tobacco and nicotine use. Lesson 6a analyzes advertising, media, and peer messaging to recognize the negative influences and misconceptions about tobacco and vaping. Students will use their skills to resist peer pressure and advertising.

National Health Education Standards:

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 2:** Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Healthy Behavior Outcome (HBO):

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| Students will avoid the use of ENDS (*vapes, vaporizers, vape pens, hookah pens, electronic cigarettes, e-cigars, and e-pipes)*. |

Lesson Objective – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Identify the dangers/consequences associated with ENDS, specific to vaping.
 | Attachment 6a.1 – Know to No! |
| 1. Identify myths and facts associated with vaping.
 | Attachment 6a.1 – Know to No! |
| 1. Analyze how personal attitudes, values, and beliefs influence health behaviors.
 | Attachment 6a.2 - Analyzing Messages and Identifying Influences |
| 1. Analyze how personal attitudes, values/beliefs, peers, rules/regulations, and perceptions of norms influence health behaviors.
 | Attachment 6a.2 - Analyzing Messages and Identifying Influences |
| 1. Describe strategies that promote healthy behaviors and prevent tobacco use.
 | Attachment 6a.3 Letter to Health Expert |

Introduction:

* This lesson reinforces the functional knowledge of Know to NO! and the skills to avoid taking, touching, or tasting any tobacco or electronic nicotine delivery system (ENDS) product. Students will analyze influences such as personal attitudes, peers, perception of norms, values, and laws/regulations.
* *Note:* ENDS refers to electronic nicotine delivery systems. ENDS can include vapes, vaporizers, vape pens, dab pens, hookah pens, electronic cigarettes (e-cigarettes or e-cigs), e-cigars, and e-pipes, among other terms ([LINK](https://www.fda.gov/tobacco-products/products-ingredients-components/e-cigarettes-vapes-and-other-electronic-nicotine-delivery-systems-ends)). We use the term ENDS throughout the lesson, but you can target specific devices that best meets your students’ needs.

Teaching Steps:

Activity 1:

* What dangers/consequences of using a vape, juuling, e-cigarettes, or dab pen are you aware of?
* *Possible student responses –* hurts lungs; the vape can explode; it is a financial commitment; it can be addictive.
* Compare and contrast these consequences with using tobacco.

Activity 2:

* Students will be given time to work individually on the **Myth/Fact** worksheet (Attachment 6.1a). When sufficient time has been given, the teacher can guide how students will report out their answers. One suggestion:
	+ *Students can identify their answers by giving thumbs up for FACT; thumbs down for MYTH; thumbs sideways for UNSURE.*
	+ Myth or a Fact? [**(LINK to Tobacco Facts)**](https://www.tobaccofreeco.org/wp-content/uploads/2018/04/CDPHE_Vape_MythsvsFacts.pdf)
* *Review the Answers as a Class:*
	+ Statement 1 – Vaping is a healthy alternative to cigarettes. MYTH
		- FACT - Vapes include chemicals that cause cancer and can lead to health problems including wheezing, coughing, sinus infections, nosebleeds, shortness of breath, asthma, and a condition called EVALI (e-cigarette or vaping use-associated lung injury).
	+ Statement 2 – Teens who vape are less likely to smoke. MYTH
		- FACT - Young people who took up vaping were more than four times more likely to smoke traditional cigarettes a year later. Teens’ brains are still developing, making teens more vulnerable to nicotine addiction.
	+ Statement 3 – Vaping can expose the user’s lungs to harmful metals. FACT
		- These metals include nickel, lead, chromium, tin, and aluminum.
	+ Statement 4 – Vapes don’t contain nicotine. MYTH
		- FACT - Most vape products contain nicotine. For example, each JUUL pod contains the same amount of nicotine as a whole pack of cigarettes.
	+ Statement 5 – Vapes are addictive. FACT
		- The nicotine in vapes contributes to the addiction.
	+ Statement 6 – People who are 21 and older can purchase vapes in Ohio. FACT
	+ Statement 7 – Vaping just create harmless water vapor. MYTH
		- FACT - The vapor contains many dangerous chemicals. For example, Vitamin E acetate, an additive in vapes, can interfere with normal lung functioning. The chemical diacetyl causes the sometimes fatal lung disease known as popcorn lung.
	+ Statement 8 – Nicotine changes the way the brain works [(LINK).](https://therealcost.betobaccofree.hhs.gov/vapes/real-facts) FACT
		- Using nicotine in adolescence can harm the parts of the brain that control attention, learning, mood, and impulse control ([CDC](https://www.cdc.gov/tobacco/e-cigarettes/youth.html)).
	+ Statement 9 – [Most teens who smoke usually have friends who smoke. (Link)](https://teen.smokefree.gov/tobacco-triggers/your-social-life) FACT
		- Strategies for positive behavior peer groups:
		- Remind your friends of healthy behaviors you have in common.
		- Sometimes people change, and friends grow apart; spend time with people who make you feel good about yourself and help you succeed.
		- If you have friends who use, let them know you are not avoiding them; you are avoiding situations that would make it difficult to keep your tobacco-free decision.
	+ Statement 10 – Quitting is possible. FACT
		- [Create Your Quit Plan (LINK)](https://teen.smokefree.gov/therealcost?utm_source=The+Real+Cost&utm_medium=Website&utm_campaign=ENDS&utm_content=Find+Help+Mistake) – review this resource with students.
* **Activity 3:**
	+ Why do teens vape?
		- Collect the reasons or use <https://www.cdc.gov/tobacco/e-cigarettes/why-youth-vape.html> to identify reasons.
		- Our goal is to identify reasons teens vape; understand the positive and negative influences; and teach teens to support themselves with positive influences and neutralize negative influences.
		- At the end of this lesson, we’ll formulate our plan to prevent teens from vaping.
	+ Many influences are associated with using tobacco or ENDS. Students will review public service announcements (PSAs) and teen stories to identify the health messages and influences they recognize; students can write their answers using Attachment 6a.2.
	+ Show students the following PSAs:
		- https://youtu.be/bWVS82hS070 – Toilet
	+ Addiction is that bad.
		- <https://youtu.be/GM16gGQxPBU> – Epidemic
	+ If what happened on the inside of the body happened on the outside of the body, do you think people would still vape?
		- <https://www.youtube.com/watch?v=6mApCG3fK3Y> – Toxic Friend
	+ Vaping is not a good friend; it’s annoying, hurtful, and addictive.
		- <https://youtu.be/q3r_Y9MWNDs> – Toxic Metals
	+ The truth about what is in vape products; it is not just water vapor.
		- <https://youtu.be/rcWQhVIF7mI> – There’s No Vape in Team
	+ It is not just you who is impacted.
		- Show students the following teen stories:
		- <https://youtu.be/OmTPMO52maQ> – Henry
	+ Vaping used to help with social anxiety, but it only got worse. Henry said it was a fake form of confidence.
		- <https://youtu.be/sa3bHhibb0E> – Chloe
	+ Anxiety became bad because of vaping; she became addicted but was able to quit.
		- <https://youtu.be/0fWPZKRRuqY> – Isaak
	+ He thought he could use vaping as a stress reliever; it reduced his ability to cope and decreased his athletic performance.
		- <https://youtu.be/P9MOoY6z0hU> – Alexander
	+ Vaping impacted his family; he told lies.
		- <https://therealcost.betobaccofree.hhs.gov/vapes/my-vaping-mistake>
	+ Why did Yasmeen and Cayden start vaping? What advice would you have given to prevent their choice?
		- How did vaping impact the lives of Yasmeen and Cayden?
	+ Daniel Ament, a 17-year-old who received a double-lung transplant.
		- <https://youtu.be/Tp8CZ4UKSM8>
		- How is his life different now after his double-lung transplant due to vaping?
		- There is a common phrase, “If I knew then what I know now, I would have ….” How do you think Daniel would finish this sentence?

Activity 4: Preventing Vaping

* What are the reasons you will not vape (or use tobacco)?
* What are your strategies to reduce the number of teens who vape?

Closure:

* **Exit Ticket** (Attachment 6a.3) – After learning about the consequences associated with vaping, what advice would you give to a person who writes to you as a health expert?

Lesson Resources:

* [Vapes, vaporizers, vape pens, hookah pens, electronic cigarettes (e-cigarettes or e-cigs), e-cigars, and e-pipes are some of the many tobacco product terms used to describe electronic nicotine delivery systems (ENDS).](https://www.fda.gov/tobacco-products/products-ingredients-components/e-cigarettes-vapes-and-other-electronic-nicotine-delivery-systems-ends)
* [Dangers of Vaping (Cleveland Clinic)](https://my.clevelandclinic.org/health/treatments/21162-vaping)
* [Cost of Vaping (Alabama A&M and Auburn Universities Extension)](https://www.aces.edu/blog/topics/health/the-cost-of-vaping/)
* [Vaping – Myths & Facts (Colorado Department of Public Health and Environment)](https://www.tobaccofreeco.org/wp-content/uploads/2018/04/CDPHE_Vape_MythsvsFacts.pdf)
* [Tobacco Statistics (Truth Initiative)](https://truthinitiative.org/research-resources/smoking-region/tobacco-use-ohio-2021)
* [The Real Cost E-Cigarette Prevention Campaign (FDA)](https://www.fda.gov/tobacco-products/real-cost-campaign/real-cost-e-cigarette-prevention-campaign)
* [The Real Cost (smokefree.gov)](https://teen.smokefree.gov/therealcost)

Attachment 6a.1: Know to No!

List at least three dangers connected to vaping.

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*Know to NO! MYTH OR FACT*

Directions: Identify if the following statements are a MYTH or FACT. If you circle MYTH, add information shared during class discussion in the space provided.

Statement 1 – Vaping is a healthy alternative to cigarettes. MYTH or FACT

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Statement 2 – Teens who vape are less likely to smoke. MYTH or FACT

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Statement 3 – Vaping can expose the user’s lungs to harmful metals. MYTH or FACT

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Statement4 – Vapes don’t contain nicotine. MYTH or FACT

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Statement 5 – Vapes are addictive. MYTH or FACT

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Statement 6 – People who are 21 and older can purchase vapes in Ohio. MYTH or FACT

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Statement 7 – Vapes just create harmless water vapor. MYTH or FACT

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Statement 8 – [Nicotine changes the way the brain works](https://therealcost.betobaccofree.hhs.gov/vapes/real-facts). MYTH or FACT

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Statement 9 – [Most teens who smoke usually have friends who smoke.](https://teen.smokefree.gov/tobacco-triggers/your-social-life) MYTH or FACT

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Statement 10 – Quitting is possible. MYTH or FACT

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Attachment 6a.2: Analyzing Messages and Identifying Influences

Directions: Review the following public service announcements (PSAs) and teen stories to identify the health messages and influences you recognize. Write your answers in the space provided.

*PSAs:*

[https://youtu.be/bWVS82hS070 – Toilet](https://youtu.be/bWVS82hS070)

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<https://youtu.be/GM16gGQxPBU> – Epidemic

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<https://www.youtube.com/watch?v=6mApCG3fK3Y> – Toxic Friend

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<https://youtu.be/q3r_Y9MWNDs> – Toxic Metals

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<https://youtu.be/rcWQhVIF7mI> – There’s No Vape in Team

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*Teen stories:*

<https://youtu.be/OmTPMO52maQ> – Henry

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<https://youtu.be/sa3bHhibb0E> – Chloe

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<https://youtu.be/0fWPZKRRuqY> – Isaak

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<https://youtu.be/P9MOoY6z0hU> – Alexander

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*Vaping stories:*

<https://therealcost.betobaccofree.hhs.gov/vapes/my-vaping-mistake>

Why did Yasmeen and Cayden start vaping?

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Based on the reasons they started vaping, what advice would you have given to prevent their choice?

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How did vaping impact the lives of Yasmeen and Cayden?

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<https://youtu.be/Tp8CZ4UKSM8> – Daniel Ament: 17-year-old Double-Lung Transplant

How is Daniel’s life different now after his double lung transplant due to vaping?

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There is a common phrase, “If I knew then what I know now, I would have … .” How do you think Daniel would finish this sentence?

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Attachment 6a.3: Letter to Health Expert

**Exit Ticket:** After learning about the consequences associated with vaping, what advice would you give to a person who writes to you as a health expert?

*Dear health expert,*

*I just started high school, and my best friend started hanging out with other people. I feel like she is not the same person anymore. She started vaping and doesn’t think it is a big deal because she said, “Everyone is doing it.” She sent me a Snapchat message the other day to meet her between classes in the bathroom. When I got there, she tried to convince me to take a hit off a dab pen that she was given by one of her new friends. I made an excuse and said I would catch up with her later, but now I don’t know what to do next. I care about my friend, but I also care about my health.*

1. What advice would you give?

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1. Why should the writer make this decision? (What are the reasons not to vape or use tobacco?)

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1. What are your strategies to reduce the number of teens who vape?